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ABSTRACT

This module on effective use of instructional techniques is the second of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. The first part of the booklet contains several exercises for use with the tape. The major part of the booklet is a detailed guide for using 12 instructional techniques: lecture panel, debate, demonstration, field trip, case study, buzz groups, group discussion, brainstorming, role play, simulation, and practice and drill. Each technique is briefly described and the role of the instructor and participant outlined. An assignment to use a new technique is followed by a checklist for evaluating its use. (YLB)

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ED208202

INTRODUCTION TO TEACHING ADULTS

MODULE 2

USING INSTRUCTIONAL TECHNIQUES

Prepared by:
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Division of Adult Education
The University of British Columbia
1981

CE 030 316

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MODULE 2: USING INSTRUCTIONAL TECHNIQUES

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MODULE 2

Important Note

If you intend to submit the assignment for evaluation, please include this form with your submission and mail to:

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ABOUT THIS PROGRAM

This series of modules was developed by the Division of Adult Education and the Centre for Continuing Education of the University of British Columbia under contract with the Ministry of Education of the Province of British Columbia. The series was developed under the direction of Gary Dickinson, and Sandy McGechaen supervised the production.

The eleven modules in the complete program are:

Level I

1 Guidelines for Teachers of Adults

Level II

2 Using Instructional Techniques
3 Using Instructional Media
4 Using Evaluation Instruments

Level III

5 Designing Instruction
6 Writing Instructional Objectives
7 Managing Instruction
8 Enhancing Motivation

Level IV

9 Understanding the Adult as Learner
10 Understanding the Learning Process
11 Continuing Your Development

MODULE 2: USING INSTRUCTIONAL TECHNIQUES

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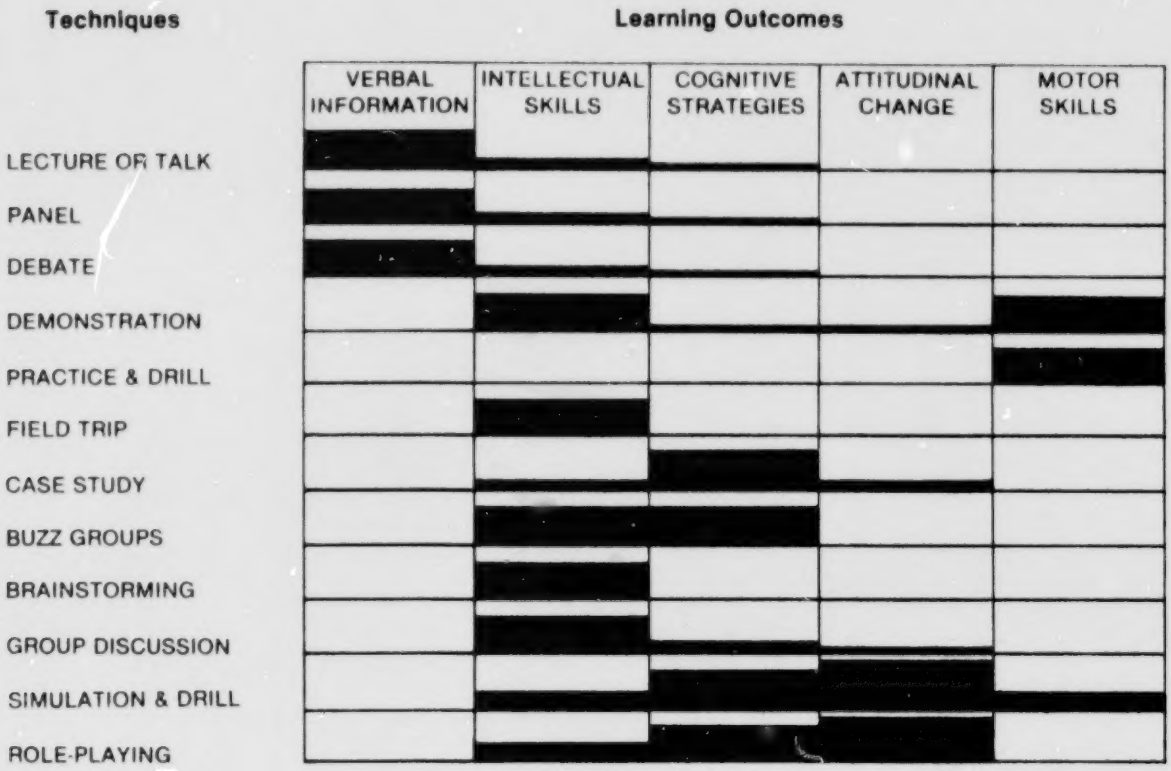
INTRODUCTION

This second module in the series is about the effective use of instructional techniques. The cassette discusses four principal factors to consider in choosing techniques: the types of learning outcomes, the adult learning process, physical conditions in the classroom, and the skills and preferences of the instructor and participants. The cassette also introduces twelve commonly used instructional techniques and gives examples of their use.

The first part of this booklet contains several exercises to be used in conjunction with the tape. The major part of the booklet, however, is a detailed guide for using twelve instructional techniques. In proceeding with the module, first listen to the tape and do the relevant exercises. Second, read and study the guidelines for using the twelve techniques. Finally, complete the assignment by taking the earliest opportunity to try out one of the techniques you have not used before. Follow up later by trying out other new techniques.

Turn to page 2 and begin listening to the tape

Guidelines for Selecting Techniques



How to Use This Chart: All techniques are capable of aiding more than one learning outcome, but some are more useful than others for specific purposes. The wider the bar, the more likely it is that the learning outcome will be achieved by the use of the technique. For example, if problem-solving behavior (a cognitive strategy) is one of the learning outcomes and change in attitude is desired but not essential, then perhaps a case study would be an effective way to elicit this behavior.

Turn to page 2-3 and answer the questions shown there

EXERCISE 1

Circle the correct answer

1. The lecture is an effective way to facilitate problem-solving behavior. True False
2. A successful lecture is one which invites the listener to sit quietly and memorize facts. True False
3. Demonstrations are a key component in the development of motor skills. True False
4. Through practice and drill the learner reviews the question mentally each time it is performed. True False
5. Field trips are useful for acquiring information about real-life jobs and processes. True False
6. Case studies are not effective for facilitating development of cognitive strategies. True False
7. Brainstorming techniques are used to facilitate participation and discussion. True False
8. Role-playing is a technique whereby real-life situations are acted out. True False
9. In simulations, the participants have to risk real-life consequences. True False
10. Topics for group discussion may be chosen by the leader or the participants. True False

Answers will be found on the following page

ANSWERS

1. The lecture is an effective way to facilitate problem-solving behavior. True (False)
2. A successful lecture is one which invites the listener to sit quietly and memorize facts. True (False)
3. Demonstrations are a key component in the development of motor skills. (True) False
4. Through practice and drill the learner reviews the question mentally each time it is performed. True (False)
5. Field trips are useful for acquiring information about real-life jobs and processes. (True) False
6. Case studies are not effective for facilitating development of cognitive strategies. True (False)
7. Brainstorming techniques are used to facilitate participation and discussion. (True) False
8. Role-playing is a technique whereby real-life situations are acted out. (True) False
9. In simulations, the participants have to risk real-life consequences. True (False)
10. Topics for group discussion may be chosen by the leader or the participants. (True) False

GUIDELINES FOR USING TECHNIQUES

In deciding which techniques will assist the learner to achieve the instructional objectives, factors affecting adult learning have to be taken into account. Some of these are listed here for your reference. In general, you should select techniques that:

1. Help you to establish a climate for learning where change is actively and positively encouraged.
2. Provide for active participation of the learners.
3. Help the learner establish meaningfulness in new material by relating it to previous knowledge or experience.
4. Encourage the immediate application of new material in a practical way. That is, how can the learners use what they have learned outside of the learning environment?
5. Provide opportunities for the learner to practice new behavior.
6. Give the learner immediate knowledge of results, emphasizing positive aspects.
7. Provide for reinforcement of new material.

EXERCISE 2

In a class on coping skills for new citizens, the instructor is teaching some basic arithmetical skills by using Canadian money to make change. How could you:

1. Establish a climate for learning?
2. Provide for active participation of the learners?
3. Help the learners relate this activity to previous experience?
4. Encourage the immediate application of new material in a practical way?
5. Provide opportunities for the learners to practice learned behaviour?
6. Give the learners immediate results?
7. Provide for reinforcement of new material?

Compare your answers with the sample answers on page 2-6

ANSWERS

1. Set up a "simulated" store by bringing in goods to be bought and sold.
2. Have the learners make up shopping lists and take turns being shopkeeper and buyer.
3. The simulation is good for relating to everyday life. Some prior experiences could be described.
4. The participants must buy goods all the time — the skill is necessary to living. The learners could stop at a store and make a small purchase on their way home.
5. The simulation provides numerous practice opportunities.
6. The correct responses can be noted by the instructor when the proper amount of money is paid and the correct change returned.
7. The reinforcement comes from successful experiences in everyday living. These could be discussed in subsequent lessons.

Turn on the recorder again

LECTURE

1. Description

An uninterrupted oral presentation of relevant and meaningful material by a qualified person.

The pattern of communication is a one-way transmission of information from instructor to participant.

The lecture **is a suitable** technique to use:

- when the basic instructional task is to give information;
- when the information is nowhere else available or is difficult to obtain;
- when some content material must be organized in a special way;
- when establishing learner interest in a subject is one of the learning objectives;
- when the material presented is needed for only short-term retention;
- when introducing a subject or giving directions for learning tasks which will be pursued or developed through some other techniques.

The lecture **is not appropriate:**

- when the instructional objective involves any form of learning other than acquiring information;
- when the instructional objective involves the application of skills or knowledge;
- when the instructional objective involves changing or modifying attitudes;
- when the information is complex, detailed, or abstract and requires analysis, synthesis, or integration by the learner;
- when learner participation is crucial to achieving the objective.

2. Instructor's Role

The effectiveness of the lecture will be increased if:

- the material presented is meaningful to the learner;
- the length of the lecture does not exceed thirty minutes;
- language is kept simple and conversational;
- no more than six major points are presented;
- the verbal illustrations are similar to learner experiences;
- summaries are presented at the beginning and at the end;
- the lecture is accompanied by other techniques and/or instructional devices which will provide for learner participation.

3. Participant's Role

- may listen, think, take notes.

PANEL

1. Description

Several persons with specific knowledge discuss an assigned topic before a group. The information is passed from the experts to the group members with some exchange between panel members and instructor as well.

2. Instructor's Role

- chooses and invites experts to be on a panel;
- meets with panel members to discuss intention and procedures;
- instructs group members as to advance reading and research for the event;
- organizes the physical setting, introduces panel members, introduces topic, acts as moderator, summarizes panel contributions, and suggests follow up activities for group members;
- evaluates learning outcomes.

3. Participant's Role

- prepare for subject before event;
- associate new information with previous experiences;
- identify and integrate new ideas into thinking strategies;
- apply new information through follow-up activities;
- participate in evaluating learning outcomes.

DEBATE

1. Description

Speakers who have opposing views on a controversial subject are given equal time to present the reasons for their beliefs, followed by a free and open discussion of the issue by the entire group.

Speakers with opposing views:

- give adequate evidence for their viewpoints;
- attack the arguments of their opponents;
- defend their own position during the rebuttal;
- summarize their position.

2. Instructor's Role

- meets with the debating speakers to define the issues to be discussed;
- defines the problems to the group members;
- acts as moderator for the debating speakers;
- opens the topic for discussion after the debate;
- suggests course of action or material for additional study.

3. Participant's Role

- think about the issue to be discussed;
- participate in ensuing discussion;
- evaluate course of action and effectiveness of particular session.

DEMONSTRATION

1. Description

The demonstration is useful for a learning task involving the transmission of a skill from an instructor to the group members. Ultimately the learner should be able to perform the learning task to a satisfactory standard on his own.

- good for any situation where the mastery of a motor skill is the learning objective;
- excellent for transforming theory to practical application;
- the demonstration should be followed by a short period of questions and answers for further clarification on information or instructions previously shown;
- it is important that the group be given an opportunity to practice the operations or procedures;
- this technique works best in smaller groups (5 - 20);
- individual instruction during the practice period is very important;
- this technique has a high level of group involvement.

2. Instructor's Role

- prepares the proper equipment for the demonstration well in advance;
- is confident of his own ability to perform the task;
- introduces the theory and purpose of the demonstration;
- describes the steps of the operation as it is being demonstrated;
- proceeds slowly and methodically so all can understand;
- reviews procedure and answers questions for clarification;
- assists individuals or sub-groups as they practice.

3. Participant's Role

- understand the purpose of the demonstration;
- listen actively and watch carefully;
- ask questions when the information is not clear;
- suggest new ideas of alternative methods;
- practice the steps of the procedure;
- decide how to best apply the new knowledge.

FIELD TRIP

1. Description

A planned visit by a class or committee.

- incorporating a variety of community resources into the learning environment that are unavailable in the regular classroom;
- provides a type of visual education that offers first hand experience with a place of interest or object, thus bringing realism into the learning situation;
- provides a good change of pace for increasing learner interest;
- is a good vehicle for utilizing resources in industry in technical courses;
- is an excellent technique for using guest speakers or specialists in their own setting;
- is a good technique for courses involved with community development;
- should be preceded by a brief introduction in class and followed by a period of discussion by the group members either on-site or in the classroom.

2. Instructor's Role

- surveys the local community or region to locate points of significance to the field of study;
- obtains approval of the owner or host;
- details arrangements several days in advance as to purpose, number of visitors, time of arrival, and duration;
- arranges for transportation and costs;
- briefs the class in advance as to purpose and objectives of trip;
- allows for discussion and questions after the trip;
- summarizes the experience of the group;
- suggests a course of action or further study;
- evaluates the group's learning experience.

3. Participant's Role

(i) Previous to Trip

- understand the purpose and objectives of the field trip;
- listen to the instructions given by the leader;
- obtain information about the place of interest to be visited.

(ii) On the Field Trip

- obtain information from the guide through discussion and questions;
- ask questions if explanations are not clear, or ask for additional information as the trip progresses;
- relate what is seen and heard to the objectives of the trip;

(iii) After the Trip

- analyze and interpret the knowledge gained on the field trip, through group discussion;
- determine a course of action for using the information;
- assist in evaluating the learning experience.

CASE STUDY

1. Description

Information regarding a real life situation is presented to the group members, who analyze all the aspects of the problem and offer a solution. The case study may be analyzed by individuals or small groups.

2. Instructor's Role

- prepares the case study, recording information factually, accurately and objectively, considering the following aspects where relevant:

  a. the people involved
  b. the historical background of the situation
  c. the relationship among persons or groups involved.
  d. the sociological factors involved
  e. the economic factors involved
  f. the educational background of persons involved
  g. the ethnic origins of the persons involved
  h. the tensions causing the problem

- assists the group members in analyzing and solving the problem;
- summarizes the findings of the group, or requests someone else to do it;
- suggests a course of action or a way of using the information;
- evaluates the group's learning experience.

3. Participant's Role

- assist in preparing the case study, if requested;
- read and listen to the case study carefully and analytically;
- determine what the real issues are;
- determine how each person contributes to the problem;
- determine why the problem exists;
- determine what principles might assist in understanding the situation and suggesting a solution;
- consider the best solution to the problem, giving adequate reason for their choice;
- assist in evaluating the group's learning experience.

BUZZ GROUPS

1. Description

A group is divided into sub-groups of from 3 to 6 persons each for a brief period of time, to discuss an assigned topic or to solve a problem. A representative is sometimes selected from each sub-group to report the findings to the entire group.

2. Instructor's Role

- assists in determining the issue or problem;
- divides the group into sub-groups of from 3 to 6 persons;
- gives instructions to the sub-groups;
  a. defines the task clearly
  b. informs the group members of the time limit (from 5 to 10 min) to accomplish the task
  c. suggests that each sub-group select its own leader and recorder
- requests suggestions for solving problems, clarifying the issue, or answering the question;
- floats from one group to another to determine whether any group needs assistance in performing its task;
- gives a two minute warning signal for sub-groups to terminate their task;
- calls time for the sub-groups to reassemble;
- requests a report from each sub-group, to be given by its recorder;
- requests any additional comments from any members of the group;
- summarizes the findings of the group, or suggests that someone else do it;
- proposes additional study or action;
- evaluates the strengths and weaknesses of the learning situation.

3. Participant's Role

- assist in determining the issue or problem facing them;
- help select a leader and recorder in each sub-group;
- restate and define the issue or problem;
- give suggestions for discussing the issue or solving the problem;
- listen intently and appreciatively to the other group members' contributions;
- build upon the contributions of other persons;
- determine how this information is to be used and put into action;
- assist in evaluating the effectiveness of the learning experience;
- record all contributions in their sub-groups;
- summarize the contributions of the sub-group;
- report the findings of the sub-group.

GROUP DISCUSSION

1. Description

A group of persons meet together to discuss co-operatively a topic of mutual concern. The group leader presents a topic for discussion and the participants discuss it.

2. Instructor's Role

- assists in determining topic of interest;
- gives appropriate reading materials before discussion;
- prepares questions prior to the meeting in order to stimulate discussion;
- makes suggestions as to group behavior, such as not to digress from topic;
- keeps discussion on track;
- encourages all members to participate;
- refrains from taking sides;
- gives summary of points raised;
- suggests further course of action or material to be studied.

3. Participant's Role

- assist in determining the topic to be discussed;
- read appropriate materials prior to the meeting;
- assist in defining goals, procedures;
- listen actively to contributions of other group members;
- build upon contributions of other group members and contribute to understanding;
- contribute only relevant information and opinions;
- determine how information can be used for further study.

BRAINSTORMING

1. Description

A technique to secure as many solutions as possible to a problem. This is an excellent technique for:

- actively involving the total group, since all responses are recorded regardless of quality;
- solving difficult problems;
- tapping the knowledge and experience of the group members in problem-solving situations;
- decision-making process where time is a factor.

2. Instructor's Role

- introduces the problem or issue facing the group;
- appoints a recording secretary to receive the suggestions;
- presents ground rules to the group:
  a. give suggested solutions in rapid succession
  b. give any ideas that come to mind
  c. avoid evaluating individual comments until later
- establishes a time limit;
- assists group to broaden the scope of responses;
- decides the best system for evaluation of suggested solution and how suggestions can best be put into effect.

3. Participant's Role

- think creatively;
- present ideas that come to mind regardless of how ridiculous they may seem;
- refrain from expressing opinion on other member's solution;
- assist in evaluating the solutions when the brainstorming session is over;
- determine how best to use the information;
- help evaluate the group's learning experience.

ROLE-PLAYING

1. Description

A general process where problems are dealt with through action. A problem is outlined, acted out and discussed. The essence of role-playing is the involvement of participants and observers in a real problem situation and the desire for resolution and understanding that this participation brings about. Some learners are the players, others are the observers.

Role-playing provides a sample of human behavior that serves as a vehicle for people to explore their feelings and gain insight into their attitudes, values and perceptions.

2. Instructor's and Participant's Roles

Effective role-playing involves the entire group in one or all the phases. The instructor must know the nine phases, but only facilitates the event. The participants are active in all the phases as well.

Phases	Activity
1. Warm up the group	Identify or introduce a problem. Make problem explicit. Interpret problem story, explore issues. Explain role-playing.
2. Select participants	Analyze roles. Assist selection of role players.
3. Set the stage	Set line of action. Restate roles. Get inside problem situation.
4. Prepare the observers	Decide what to look for. Assign observation tasks.
5. Enact	Begin role play. Maintain role play. Break role play.
6. Discuss and evaluate	Review action of role play (events, positions, realism). Discuss major focus. Develop next enactment.
7. Reenact	Play revised roles, suggest next steps or behavioral alternatives.
8. Discuss and evaluate	As in Phase 6.
9. Share experience and generalize	Relate problem situation to real experience and current problems. Explore general principles of behavior.

(1) The **warm-up** involves introducing or assisting in identifying the problem within the group and helping create an atmosphere of acceptance whereby all feelings, views, and behaviors can be explored. The second part of the warm-up is to give to or draw from the participants examples from real-life, television, books, etc. that will illustrate the situation to be explored.

(2) **Phase 2** involves selecting roles and assisting in the selection of the players. Some individuals who are involved with the problem or have some strong feelings about the situation may volunteer. You might also suggest people who think they best typify the problem or those who might benefit by placing themselves in another person's position.

(3) **Phase 3** involves sketching the setting for the role-play. Keep it simple so that participants will feel secure enough to begin. Repeat the roles and then decide where the action is to begin.

(4) **Phase 4.** Those who are observing may need some guidelines for gauging effectiveness of the role-play.

(5) **Phase 5** involves beginning the role-play. Once the role is clear, or the character is developed, the action can be broken and the review process can begin. If an impasse is reached, the role-play should be stopped immediately.

(6) In **Phase 6** a brief view of the action is sufficient. More important than the interpretation are the motivations and the consequences of actions.

(7) You may want to reenact the situation with new participants or revised roles and produce new possibilities of cause and effect. Then **(8)**, discuss again and **(9)**, relate problem situations to real-life experiences and general principles of behavior.

SIMULATION

1. Description

A situation where the participants are involved with a setting, objects, or people that are as close to reality as possible. In this situation, the participants learn from the consequences of their actions. Simulations are an effective way to:

- evaluate or analyze an existing system;
- develop and evaluate a model or plan for a new system;
- provide a learning environment that represents a real life situation and encourages transfer of learning.

2. Instructor's Role

The instructor should set his own criteria when analyzing the various components of a simulation game, and should weigh the merits of parts to the desired learning outcome. Looking at the various elements which compose the situation only tells the instructor if the game has the capacity to teach. Other factors to consider are those relating to the curriculum, the learners' needs, the management of the instructional setting and its appropriateness to the method of instruction. Some questions which an instructor might keep in mind when identifying the basic elements in a simulation game are:

1. What is the problem?
2. Who will the simulation teach?
3. What choices are available to the players?
4. How long will the game take and will it fit into the time I have available?
5. What are the rules of the game?
6. What are the moves in the game?
7. What preparations will be necessary to play the game?
8. Is the game playable by my students?
9. How will I know what students have learned?

In using a simulation, the instructor:

- explains the rules of the game sufficiently so that the activities can be carried out;
- gives illustrations of the implications of certain choices of action;
- referees or controls participation to the extent that benefits are realized, but does not play the game;
- encourages participants to evaluate their experience.

3. Participant's Role

Participants may learn about:

- competition and tension produced by striving against obstacles to some goal (the obstacle could be the forces of nature);
- the advantages of co-operation;
- empathy through sensitization to and understanding of the roles;
- concepts;
- how behavior affects the environment;
- how the environment can be manipulated through action;
- the consequences of lack of skill or poor judgment;
- the element of chance in the real world;
- alternate problem-solving strategies, responses of other individuals and the validity of the techniques in mirroring real life.

PRACTICE AND DRILL

1. Description

Practice is the repetition of an operation for the purpose of improving it. The learner is provided the opportunity to develop skills under the guidance of an instructor to attain an acceptable level of competence.

2. Instructor's Role

- demonstrates the correct response to the learner;
- guides the learner's first tries verbally, and if necessary, guides them physically as well;
- provides for distributed practice tasks;
- provides for conditions of learning that are similar to those in the natural societal setting so that transfer of the skills is made easier;
- provides knowledge of results and corrects any inadequate responses;
- provides the standards of performance.

3. Participant's Role

- ask questions if the pattern of the skill is not clear;
- practice the skill for short periods of time until level of competence is achieved;
- keep a goal in mind for each practice session.

ASSIGNMENT

The assignment for this module is to try out an instructional technique that you have not used before. Plan the lesson in which you will use the technique in detail, carry out the lesson, then analyze the results. The best way of submitting the assignment would be on a tape cassette. If you can, record the portion of a lesson where the new technique was used, then add your observations about its effectiveness. If you are not able to record the lesson, submit your plan in writing, together with an evaluation of the technique's effectiveness, using the form shown on the next page.

Checklist for Evaluating the Use of a New Teaching Technique

	Yes	No
1. Did you consider the following factors in choosing a new technique?		
a. Learning outcomes	___	___
b. Physical classroom conditions	___	___
c. Availability of equipment	___	___
d. Adult learning processes	___	___
e. Your own abilities and preferences	___	___
2. If a resource person was used, was he or she:		
a. Informed of the session objectives?	___	___
b. Clear about his or her responsibilities?	___	___
c. Given adequate time to prepare?	___	___
3. Was the student informed about:		
a. Any advance preparation required?	___	___
b. What was expected of them?	___	___
4. Did you attempt to make the students feel at ease when the new technique was introduced?	___	___
5. Did you encourage the students to participate in appropriate ways?	___	___
6. Did you find that you were pressured for time?	___	___
7. Were there any distractions or disruptions while the technique was being used?	___	___
8. Were the goals of the session met?		
9. Additional comments:		

_____

_____

_____

_____

_____

_____